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ABSTRACT

This competency-based preservice home economics teacher education module on developing programs for preschool children is the third in a set of four modules on establishing occupational programs in human development. (This set is part of a larger series of sixty-seven modules on the Management Approach to Teaching Consumer and Homemaking Education [MATCHE]--see CE 019 901-967.) Following the module objectives and overview, three units of instruction are presented: (1) early childhood education programs (with lessons in goals and types of programs and regulations for programs), (2) program planning for young children (with lessons in impact of programs on children, principles for developing programs, and a week's schedule for a program and facility design), and (3) organizations concerned with young children. Each unit includes the unit objectives and overview. Lessons contain narrative summaries, suggested activities, and resources (readings). A module pre/posttest (with answer key) concludes the document. (Workshop proceedings relating to the development of these modules are available in the ERIC system as CE 019 896-899; also available is a module on utilizing FHA-HERO as an instructional strategy to expand and strengthen the home economics instructional programs [CE 019 900].) (CT)

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OCCUPATIONAL STRAND:

HUMAN DEVELOPMENT

MODULE II-E-3 DEVELOPING PROGRAMS FOR PRESCHOOL CHILDREN

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1978

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MATCHE

Management Approach to Teaching Consumer and Homemaking Education

MATCHE is an individualized, competency-based preservice curriculum designed for home economics education students at the preprofessional, upper division level. MATCHE is a comprehensive curriculum based on selected objectives which give emphases in three areas: 1) consumer approach to homemaking education, 2) teaching home economics in economically depressed areas, and 3) establishing occupational programs related to home economics. The material for each subject matter area of home economics has been organized into these three strands, and includes an FHA-HERO emphasis. These subject matter areas are home economics education core, housing, foods and nutrition, textiles and clothing, human development, and management.

The MATCHE modules were written by subject matter specialists from various colleges and universities offering home economics and therefore each is unique in the approach used for the development of the objectives. The modules allow for differences in level of achievement, rate of learning, and learning goals. They may be used independently, combined into a sequential series, or as a random set of conceptual units. Any instructor using the material can easily adapt the material to a specific group of students, the locale, method of instruction, and available facilities. Learning may be facilitated by offering one module in conjunction with others.

As MATCHE is continuously up-dated by those using the curriculum, some concepts and objectives may be added and others deleted. The purpose is to continually strengthen the program for pre and inservice home economics teachers.

Guidelines for Use and Continuous Development of MATCHE are on file with Home Economics units in each of the fifty state departments of education plus all of the Home Economics Departments in California institutions offering home economics education. This booklet and proceedings from the four MATCHE workshops give background information concerning the purpose and development of the MATCHE project.

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MATCHE PROJECT

1974-1978

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TABLE OF CONTENTS

Module Objectives. . . . . .Page 1
Module Overview. 1

UNIT 1--EARLY CHILDHOOD EDUCATION PROGRAMS 2
Objectives. 2
Overview. 2

Lesson 1: Early Childhood Education Programs:
Goals and Types 2
Narrative Summary 2
Suggested Activities. 3
Suggested Resources 4

Lesson 2: Regulations for Early Childhood Programs. . . . 5
Narrative Summary 5
Suggested Activities. 5
Suggested Resources 6

UNIT 2--PROGRAM PLANNING FOR YOUNG CHILDREN. 7
Objectives. 7
Overview. 7

Lesson 1: Impact of Early Childhood Education
Programs on Children. 7
Narrative Summary 7
Suggested Activities. 8
Suggested Resources 8

Lesson 2: Principles for Developing Early
Childhood Education Programs 9
Narrative Summary 9
Suggested Activities. 9
Suggested Resources 10

Lesson 3: A Week's Schedule for an Early Childhood
Education Program and Facility Design 10
Narrative Summary 10
Suggested Activities. 11
Suggested Resources 11

UNIT 3--ORGANIZATIONS CONCERNED WITH YOUNG CHILDREN. . . . 13
Objectives. 13
Overview. 13

Lesson: Organizations Concerned With Young Children . . . 13
Narrative Summary 13
Suggested Activities. 13
Suggested Resources 14

MODULE PRE/POSTTEST. 15
Answer Key. 19

DEVELOPING PROGRAMS FOR PRESCHOOL CHILDREN

Module Objectives

The MATCHE student will be able to identify the purposes and objectives of early childhood education programs. The student will become familiar with a variety of types of early childhood programs and be able to analyze and evaluate the differences identified. Given a curriculum model, the MATCHE student will be able to develop a week's program for the exemplary preschool model, including use of teachers and aides, and draw the physical plan. The student will become familiar with various organizations which have an interest in the well-being of young children.

Module Overview

Early childhood education is a major focus of educators today. For many years, psychologists have pointed out that the first four or five years of life is the period of most rapid growth and greatest susceptibility to environmental influences. Early childhood and educators have been equally outspoken regarding the need for early childhood programs to supplement the home experience of children. Various types of early childhood programs exist, stressing different purposes and goals; however, all centers will have some type of planned program.

To help you gain a thorough understanding of how to develop programs for young children, and to give you information on the organizations which exist to further the cause of young children's rights, this module has been divided into the following three units:

Unit 1: Early Childhood Education Programs

Unit 2: Program Planning for Young Children

Unit 3: Organizations Concerned with Young Children

> It may be helpful to have students complete this module in conjunction with the module entitled "Children's Center Aide."

UNIT 1

EARLY CHILDHOOD EDUCATION PROGRAMS

Objectives

The MATCHE student will be able to explain in writing the purposes and objectives of early childhood education programs.

The MATCHE student will be able to explain the differences that exist between various types of early childhood programs and be able to analyze and evaluate the differences which are identified.

The MATCHE student will be able to outline the general regulations governing the operation of early childhood education programs.

Overview

Early childhood education programs come in many varieties, stressing different goals and purposes. All hold in common, however, some type of planned program. You should become familiar with the types of centers available and the goals and purposes of each, in using their particular method.

You should also be familiar with the standards and policies regarding early childhood education programs. Become familiar with the regulations in your area and be able to recognize desirable characteristics of an early childhood education program.

The narrative summary, activities, and resources presented in this unit will enable you to determine desirable characteristics of early childhood education programs as well as to become familiar with the variety of program types available and the regulations governing these programs.

Lesson 1: Early Childhood Education Programs: Goals and Types

Narrative Summary

Among the extensive and varied programs concerned with the total development of human potential, early childhood programs are in the forefront. More and more children are needing care in productive group environments. Early childhood programs now offer the dual possibility of providing an essential service to families and an enriched productive environment for your children.

Each type of early childhood program is based upon a strong philosophical position related to a specific theory of psychological development. Variety among the early childhood programs is commonplace, although there is a general consensus regarding the importance of the child's early years and the need for early childhood programs.

Many unresolved issues have arisen from the number of varied programs for young children, such as choice of goals, policies, content of curricula, methodology, types of equipment, housing specifications, personnel matters, and evaluating, recording, and reporting practices. Research may eventually resolve many of these issues with a one-answer solution or more likely, indicate the necessity for alternative patterns to meet the needs of individual children.

Good programs for young children are built on the conviction that during early childhood a base is formed for the abilities, attitudes, interests, and values that will develop over a lifetime. The narrative, activities, and resources listed below are designed to increase your awareness of the objectives, characteristics, and types of early childhood programs.

All activities should be submitted to and discussed with your instructor.

Suggested Activities

1. As a basic introduction to early childhood education, read Chapter I, Teaching The Child Under Six, by James Hymes. Based on this and other readings from the reference list, list the common goals of early childhood programs.

2. View the film The Preschool from Campus Films to gain a feeling for the types of programs to be discussed. Write a brief narrative of your reaction to this program.

3. Many varieties of early childhood programs exist today. There are many ways of categorizing the types. Among the many ways is to designate the source of funding for the program. The following sources have been identified; give an example of one type of program in your community funded by each source.

   a. public schools
   b. private control
   c. federal programs
   d. national private agency programs
   e. university laboratory programs

4. Historically early childhood programs have been divided into the categories which follow. Describe each type, citing the goals and objectives of each. Select one type, and interview a director regarding goals and objectives. Discuss your findings with other

classmates involved in the activity and your instructor. Record similarities and ifferences in goals and objectives found in reading and those collected through interviews.

a. Day Care
b. Head Start
c. Nursery Schools
d. Kindergartens
e. Montessori

5. Based upon your readings and interviews, analyze the differences which exist between the various types of early childhood programs as listed in Activity 4.

6. Early childhood programs vary also on the philosophical base on which they are developed. Distinguish between the following philosophical models after reading "The Cognitive Effects of Preschool Programs for Disadvantaged Children" in Joe L. Frost's Revisiting Early Childhood Education, pp. 223-241.

a. permissive - enrichment
b. structured - cognitive
c. structured - informational
d. structured - environment

Suggested Resources

Decker, Celia A., and John R. Decker. Planning and Administering Early Childhood Programs. Columbus, Ohio: Charles Merrill, 1975.

Evans, Ellis D. Contemporary Influences in Early Childhood Education. New York: Holt, Rinehart and Winston, 1974.

Frost, Joe L., ed. Revisiting Early Childhood Readings. New York: Holt, Rinehart and Winston, 1973.

Hechinger, Fred M., ed. Pre-School Education Today. Garden City, New York: Doubleday and Co., 1966.

Hymes, James L. Teaching The Child Under Six. Columbus, Ohio: Charles Merrill Publishing, 1974.

Montessori, Maria. The Montessori Method. Cambridge, Massachusetts: Robert Bentley, 1966.

Parker, Ronald K. The Preschool in Action. Rockleigh, New Jersey: Allyn and Bacon, 1972.

Read, Katherine. The Nursery School--A Human Relationship Laboratory. 6th ed. Philadelphia, Pennsylvania: W.B. Saunders, 1976.

Weber, Evelyn. The Kindergarten: Its Encounter with Educational Thought in America. New York: Teachers College Press, Bureau of Publications, Columbia University, 1969.

Weber, Evelyn. "The Function of Early Childhood Education," Young Children, 28 (1973), 265-74.

> Your analysis of program variance will serve as a progress check for this lesson.

Lesson 2: Regulations for Early Childhood Programs

Narrative Summary

The continuing growth of early childhood education programs has necessitated increased emphasis on regulations for ensuring that not only are minimum standards met but existing standards for quality care and instruction are raised.

Regulations are the rules directives, statutes, and standards that prescribe, direct, limit, and govern early childhood programs. Regulations govern all aspects of a program-administrative organization, facilities, personnel, funding, and services offered. Regulations vary in their comprehensiveness, most regulations being mandatory, with one exception being accreditation which is self-regulatory. Regulations come from various sources--federal, state, and local government controls. The narrative, activities, and resources are intended to increase your awareness of the regulations at the national and local levels relating to early childhood education programs and facilities.

> All activities should be submitted to and discussed with your instructor.

Suggested Activities

1. Consult with your local licensing agency (in Fresno, California, it would be County Licensing Division, Health Department) for the regulations regarding operation of an early childhood program.

2. Based upon information collected, give the requirements for the following:
   a. teacher/child ratio
   b. physical plant
   c. health and sanitation
   d. teacher and paraprofessional qualifications
   e. zoning
   f. parent education component
   g. any others not stated above

3. List three restrictions put upon centers receiving federal monies. Explain.

Suggested Resources

A Survey of the State Day Care Licensing Requirements. Washington, D.C.: The Day Care and Child Development Council of America, 1971.

Class, Norris E. Licensing of Child Care Facilities by State Welfare Departments. Washington, D.C.: U.S. Department Health, Education and Welfare, Office of Child Development, Children's Bureau, 1968.

Committee on Infant and Preschool Child of the American Academy of Pediatrics. Standards For Day Care Centers for Infants and Children Under 3 Years of Age. Evanston, Illinois: The Academy of Pediatrics, 1971.

Hartle, Helen. "Early Childhood Programs in the States," Compact, 3 (1969), 19.

Hewes, Dorothy, and Barbara Hartman. Early Childhood Education: A Workbook for Administrators. San Francisco, California: R and E Research Associates, 1974.

Morgan, Gwen G. Regulations of Early Childhood Programs. Washington, D.C.: The Day Care and Child Development Council of America, 1973.

National Association for the Education of Young Children. "Preparation Standards for Teachers in Early Childhood Education," Young Children, 23 (1967), 79-80.

"The Development of the Child Associate Program (CDA)," Young Children, 28 (1973), 140.

Your analysis of program licensing requirements will serve as progress check for this lesson.

UNIT 2

PROGRAM PLANNING FOR YOUNG CHILDREN

Objectives

The MATCHE student will be able to identify and analyze the impact of curriculum models upon young children.

The MATCHE student will be able to identify at least five principles by which to plan a daily program for young children.

The MATCHE student will be able to identify the characteristics of an exemplary early childhood education program and design a week's schedule for the program, including development of a daily schedule, curriculum, use of staff and aides in the program, and design for physical facility.

Overview

Early childhood education programs play a big part in the development of a young child. When planning a program, one must be aware of the goals of the program and how these goals can be met at the different stages of development of preschool children. Some principles for planning programs can be guidelines when planning how time will be spent. By considering goals and principles, a cohesive, organized and meaningful program can be planned.

The physical facility is also important in the overall implementation of the program. The purpose of this unit is to identify the goals and principles for planning preschool curricula and to understand how they relate to the preschool child's development, through the planning of a week's program and designing of a physical facility.

Lesson 1: Impact of Early Childhood Education Programs on Children

Narrative Summary

It is the desire of early childhood education programs to be conducive to the development of the "whole child." Programs hope to achieve this goal by teaching children academic skills, developing their creativeness, building a healthy self-concept, and spurring self-direction in learning. Children should be free to develop at their own speed, with individual differences being accepted and activities chosen to meet individual needs.

Each early childhood program offers a variety of objectives and activities for accomplishing these goals. Whether a program can be truly successful at meeting these needs of children is dependent upon a large number of circumstances. The type of equipment, design of the facility, implementation of the curriculum model, and scheduled format are among the determining factors.

The purpose of this lesson is to have the student evaluate the impact of early childhood programs upon young children. The student will be able to see what needs are being met by which models. The narrative, activities, and resources are designed to make the student think about the results of the program administered.

> All activities should be submitted to and discussed with your instructor.

Suggested Activities

1. Define what is meant by the "needs" of young children.

2. Working in a small group, based upon your lower division course work in child development, outline the social, emotional, intellectual, and physical characteristics of the following age groups: two-year-olds, three-year-olds, four-year-olds, and five-year-olds.

3. With these characteristics in mind, describe how early childhood programs can meet the needs of these children.

4. Choose one curriculum model from Bruce Fallon's 40 Innovative Programs in Early Childhood Education and analyze how well the model meets the needs of a "typical" four-year-old child.

5. Observe a preschool program in your community. Describe how the child's needs are being met. If they are not, suggest how the program could change to meet the child's needs.

Suggested Resources

Baker, Katherine Read. The Nursery School--A Human Relationships Laboratory. 6th ed. Philadelphia, Pennsylvania: W.B. Saunders, 1976.

Butler, Annie L.; Edward Gotts; Nancy Quisenberry. Early Childhood Programs. Columbus, Ohio: Charles E. Merrill, 1975.

Decker, Celia, and John Decker. Planning and Administering Early Childhood Programs. Columbus, Ohio: Charles E. Merrill, 1974.

Fallon, Bruce. 40 Innovative Programs in Early Childhood Education. Belmont, California: Fearon Press, 1973.

Hess, Robert D., and Roberta Meyes Bear, eds. Early Education. Chicago: Aldine Publishing Co., 1968.

Hymes, James L. Teaching the Child Under Six. Columbus, Ohio: Charles E. Merrill, 1974.

Montessori, Maria. The Montessori Method. Cambridge, Massachusetts: Robert Bentley, 1966.

NAEYC. Some Ways of Distinguishing a Good Early Childhood Program. Washington, D.C.: 1834 Connecticut Ave., N.W., 1974.

If you feel you have adequately completed this lesson, check with your instructor before proceeding to Lesson 2.

Lesson 2: Principles for Developing Early Childhood Education Programs

Narrative Summary

An identifiable philosophy is the key to any successful early childhood program. The purpose of discussing the prominent characteristics of various programs is to enable those involved in program development to assess potential relevance to local needs. Philosophy is what we believe about the educative experience of teaching and learning and the choices we make in controlling the educative process. Educational philosophy contains how we feel about child growth and development, the broad goals of what children should learn, how children should be taught, including guidance and discipline techniques, and how we should plan and administer the program. All decisions regarding an early childhood program should be made on the basis of the philosophy chosen.

Planning and scheduling are essential to all early childhood programs. They are essential to provide continuity in learning. Learning experiences must be organized so that they build upon one another.

The narrative, activities, and resources are designed to further your knowledge of the principles behind curriculum development and program planning.

All activities should be submitted to and discussed with your instructor.

Suggested Activities

1. Development of a philosophy of early childhood education is necessary when operating a program for young children. After reading Chapter 2, "Determining Philosophy and Establishing

Policies," in Planning and Administering Early Childhood Programs, by Celia and John Decker, develop a list of considerations to be made when formulating a philosophy of early childhood education.

2. Curriculum development takes place upon the foundation of the philosophy chosen. After the philosophy is established, describe five principles to consider in curriculum development.

Suggested Resources

Anderson, Robert H. "Schools for Young Children: Organizational and Administrative Considerations," Phi Delta Kappan, 50 (1969), 381-85.

Bartley, John A. Administration as Educational Leadership. Stanford, California: Stanford University Press, 1956.

Cherry, Clare. Nursery School Management Guide. Belmont, California: Fearon Pub., 1974.

Decker, Celia, and John Decker. Planning and Administering Early Childhood Programs. Columbus, Ohio: Charles Merrill, 1976.

There is no progress check for these lessons. If you feel you have covered the material adequately upon completion of the activities, proceed to Lesson 3.

Lesson 3: A Week's Schedule for an Early Childhood Education Program and Facility Design

Narrative Summary

The planning of activities is essential regardless of the type of early childhood program. Planning and scheduling are necessary to expedite the use of materials and equipment as well as the proper use of staff. There are many considerations to be made when developing daily plans. Among these considerations are the quality of the teaching staff, the amount and arrangement of indoor and outdoor space, and the availability of resources. Another consideration is time.

As has been noted, the planning of daily activities begin when the philosophical foundation has been decided upon. Once this has been determined, specific objectives will be developed upon which to build your program.

The narrative, case study, and resources are designed to allow you to analyze an exemplary preschool program for curriculum model, staff use, scheduling, and physical facility.

> All activities should be submitted to and discussed with your instructor.

Suggested Activities

1. Write a brief paragraph explaining why planning and scheduling are important to early childhood programs.

2. Develop criteria for planning a daily schedule. (Check this with your instructor.) Obtain example of daily schedule from three different types of centers in your community. Analyze according to your criteria.

3. What is an interest or learning center? List types of centers you would include in a preschool program and explain the importance of each.

4. Develop a daily time schedule for a day care program with hours of 7:00 a.m. to 6:00 p.m., serving lunch and two snacks, utilizing your criteria for planning daily schedule.

5. Consider the following nursery school program. Develop a daily schedule and curriculum activities for a week's time, and show the use of staff time for this period. (Refer to the module entitled "Children's Center Aide" for review purposes.)

   Program: You are director of a Montessori model nursery school with daily hours of 9 a.m. to 12 noon. Your staff consists of one head teacher, one assistant teacher, and two aides. Your enrollment is thirty children, aged three and four years. You serve one snack per session.

   a. daily schedule of activities
   b. week's worth of activities for your various centers (according to Montessori)
   c. head teacher responsibilities
   d. assistant teacher's duties during week
   e. aides duties during the week

6. Observe and sketch floor plan of preschool center, including area specifications, learning centers, and equipment for both indoor and outdoor space. Analyze according to selected reference from resources listed. Note the references used.

Suggested Resources

Bacmeister, Rhoda W. Teachers for Young Children--The Person and the Skills. New York: Early Childhood Counsel of New York, 1968.

Gross, Dorothy. "Teachers of Young Children Need Basic Inner Qualities," Young Children, 23 (1967), 207-10.

Office of Economic Opportunity, Project Head Start--Volunteers. Washington, D.C.: Government Printing Office, 1967.

Yonemura, Margaret V.S. "Supervision in Early Childhood Education," Young Children, 24 (1968), 104-9.

Housing

Abramson, Paul. Schools for Early Childhood. New York: Educational Facilities Laboratories, 1971.

Association of Childhood Educators International. Teachers Education Committee, Standards for Teachers in Early Childhood Education. Washington, D.C.: The Association, 1958, pp. 65-66.

Boles, Harold W. Step by Step to Better School Facilities. New York: Holt, Rinehart and Winston, 1965.

Early Childhood Education. How to Select and Evaluate Materials. New York: Educational Product Information Exchange, 1972.

Hosley, Eleanor M. "The Long Day," Young Children, 20 (1965), 135-39.

Kritchevsky, Sybil, and Elizabeth Prescott. Planning Environments for Young Children--Physical Space. NAEYC Pub., 1971.

Nimnicht, Glen; Oralie McAfee; John Merer. The New Nursery School. New York: The General Learning Press, 1969.

Office of Ecnomic Opportunity, Project Head Start. Daily Program. Washington, D.C.: U.S. Government Printing Office, 1967.

Osmon, Fred. Patterns for Designing Children's Centers. New York: Educational Facilities Laboratory, 1971.

Pearson, Eric. Trends in School Design. New York: Citation Press, 1972.

Sunderlin, Sylvia, and Nan Gray, eds. Housing for Early Childhood Education. Washington, D.C.: ACEI, 1968.

Todd, Vivian. The Aide in Early Childhood Education. New York: MacMillan, 1973.

Weisdorf, Pearl S. "A Comparison of Two, Three and Five Days of Nursery School," Young Children, 21 (1965), 24-29.

Your development of an early childhood program and facility design will serve as progress check for this lesson.

UNIT 3

ORGANIZATIONS CONCERNED WITH YOUNG CHILDREN

Objectives

The MATCHE student will become familiar with a variety of organizations interested in furthering the development of young children.

The MATCHE student will be able to tell the objectives of the various organizations and membership requirements for each.

Overview

A number of organizations concerned with the needs and development of young children have come into existence along with the early childhood education program. As a student, you should be aware of the variety of organizations that exist, their objectives, their publications, and membership requirements.

Lesson: Organizations Concerned With Young Children

Narrative Summary

There is a variety of organizations which have developed to further the cause of young children. These organizations operate on many levels and are supported in an infinite variety of ways. Such organizations have as their main purpose the growth and development of children and the fulfilling of children's rights.

Each type of organization has different goals, along with different publications to keep their members informed of their cause. Such organizations are responsible for the passing of many bills and laws relating to young children, their rights and education. The narrative, activities, and resources contained in this lesson are designed to give you insight into the variety of organizations in existence and their goals, publications, and membership requirements.

> All activities should be submitted to and discussed with your instructor

Suggested Activities

1. There are a number of organizations which support the rights of young children. List four such organizations and describe their

objectives, any publications distributed, and membership requirements for each.

2. What organizations are present in your community which support young children? Are there special membership requirements? What are their main goals and how are these accomplished?

3. Make a list of organizations and federal, state, and local agencies which offer services to young children in your community and state (consult your community councils directory if one is available). Do you see the need for more agencies or organizations in your community? If so, what kinds?

Suggested Resources

Decker, Celia, and John Decker. Planning and Administering Early Childhood Programs. Columbus, Ohio: Charles E. Merrill, 1976.

Fresno Community Council. Directory of Community Services.

Write to: The Office of Child Development, Washington, D.C. (Health, Education and Welfare).

There is no progress check for this lesson. If you feel you have adequately covered the material upon completion of the activities, proceed to module posttest. See your instructor.

MODULE PRE/POSTTEST

Student_____

Developing Programs for Preschool Children

Instructor_____

Date_____

Student: This pre/posttest will assess your knowledge of the information presented in this module. You need study only those units that are prescribed on the basis of pretest results.

1. What are four major common goals of early childhood programs?

   a.

   b.

   c.

   d.

2. Give an example of the type of early childhood program funded by each source.

   a. public schools -

   b. private control -

   c. federal programs -

   d. national private agency programs -

   e. university laboratory programs -

3. Historically, early childhood programs have been divided into the following categories. Describe each type by citing goals and objectives.

   a. Day Care -

   b. Head Start -

   c. Nursery Schools -

   d. Kindergartens -

   e. Montessori -

4. Define the purposes and objectives of the following philosophical model-categories of early childhood programs

   a. permissive - enrichment

   b. structured - cognitive

   c. structured - informational

   d. structured - environment

5. According to prescribed regulations, what types of standards should be met to open a center for preschool children?

6. Locally, what agency licenses centers with programs for young children? What are the local requirements for the following:

   a. The physical facility, including amount of space indoors and outdoors

   b. Teacher/child ratio

   c. Teacher and paraprofessional qualifications

   d. Health and sanitation requirements

   e. Zoning regulations

   f. Any not stated above

7. Outline the social, emotional, intellectual and physical characteristics of the following age groups:

   a. Two-year-old

   b. Three-year-old

   c. Four-year-old

   d. Five-year-old

8. With the above characteristics in mind, what characteristics do you believe a preschool program should have in order to ensure the child's growth?

9. List some considerations that need to be made when developing a philosophy of preschool education.

10. Why are planning and scheduling important to early childhood education programs?

11. List four characteristics of a well-developed daily schedule.

    a.

    b.

    c.

    d.

12. What is an interest or learning center? How are they used in preschool education?

13. What is the head teacher's role in the early childhood program? What is the aide's role?

14. What considerations need to be made when designing the physical facility for an early childhood program? What specifics must be considered when planning the indoor and outdoor space?

15. List and describe the objectives and membership requirements of four national organizations that have a concern for the well-being of children. List any local chapters of these or other organizations that benefit children in some way.

ANSWER KEY
MODULE PRE/POSTTEST

Developing Programs for Preschool Children

Instructor:	Do not reproduce this page in students' booklets. You must retain it for grading and prescriptive purposes. Answers will vary with individuals. A preferred response might be similar to the answer presented.

1. (Any four of the following)

   a. concern for the total development of human potential
   b. development of a positive self-concept
   c. proper planning
   d. providing a rich productive environment
   e. spurring self-direction in learning
   f. teaching skills (type may vary)
   g. internally consistent policies
   h. building curriculum on the perceived development level of the children involved
   i. other goals the instructor deems appropriate

2. a. kindergartens
   b. nursery schools, kindergartens, private business-operated, day care centers, church sponsored, parent cooperatives
   c. Head Start, Parent-Child Center Programs
   d. American Montessori
   e. nursery schools, kindergartens, day care

3. a. operate extended hours; range in age of children two to school age; most profit making; privately run; many types, especially family day care, infant group care, play schools, drop-in centers
   b. federally supported; designed for care of lower socioeconomic groups; give deprived a physical, cognitive, and affective head start
   c. usually serves three-and four-year-olds in half-day sessions; private ownership or university connected; variety of curriculum philosophies
   d. publically or privately owned; five-year-old children enrolled; program prior to first grade; emphasis on more academic skills
   e. specific curriculum philosophy developed by M. Montessori in Italy, 1907; ages 2.6 to 7; all-day program; involves sense training; uses self-correcting materials; reality-oriented activities; minimal adult guidance

4. a. development of the whole child; child's needs determine the types of informal experiences provided
   b. objectives oriented toward the development of aptitude and attitudes related to learning processes; emphasis on language growth; learning activities prescribed by the teacher; structured periods for teaching of concepts

c. aimed at teaching information, language patterns; teacher prescribes activities; more structured since it conveys specific information
d. prepared environment has as objectives the development of learning processes; structure results from the children's use of self-instructing or self-correcting materials and flexible enough to allow child to choose among the materials

5. Those considering administration of the program
Personnel qualifications
Record keeping
Program requirements
Health services
Nutrition
Facilities for preschool programs (including maintenance and safety)

6. Consult your local licensing agency for specific state or local requirements.

7. a. egocentric in thought, concrete minded, need experience with their environment, socially often alone, do not take part in cooperative play, hard to share materials, often hard to let go of caretaker, perhaps shy, showing independence from adults, language growth becoming more rapid
b. making progress intellectually, able to accomplish more tasks than at two, can begin to classify and sort according to one characteristic, still reality bound, concrete minded, take one literally, social skills improving, play with one another, often engaging in conversations which may be on totally different topics, speech usually clear, vocabulary growing rapidly, still hard to share materials with, physically can run and do other motor skills with more certainty than before, large muscle growth more pronounced than small muscle development
c. beginning to seriate and use more than one characteristic upon which to classify; beginning to see another person's point of view but definitely still egocentric; can usually play cooperatively, predetermining what roles they will assume; the use of imagination increases; rapid physical growth; small muscle coordination still not perfected; still egocentric but often easier to reason with now
d. developing rapidly in newly acquired intellectual skills; may be beginning to show conversation abilities and the beginnings of other intellectual developments; often more willing to share, can begin to see another person's point of view; handle own guidance problems; vocabulary progressing rapidly, often begin to read; physically large muscles well-developed, small still maturing

8. a. a balance between active and quiet play
b. many large muscle activities, as well as some activities for small muscle development
c. child-sized equipment for ease of doing things by themselves
d. a variety of materials to work with
e. some group experiences, others available for solitary or parallel play

f. positive guidance techniques
g. proper adult child ratio to ensure child's having some contact with the teacher each day
h. a parent education component
i. activities involving oral expression of ideas and experiences
j. activities that encourage the development of intellectual and language skills
k. concern for the development of the "whole child"

9. a. the goals and objectives of your early childhood program
b. what types of provisions for individual differences in children are consistent with your program's philosophy
c. what types of grouping strategies are in accord with your program's rationale--fixed or flexible, small or large; staff determined or child-chosen
d. what types of staff roles are necessary to implement the learning environment
e. what staff positions (e.g., director, teacher, aides and/or volunteers) are needed to execute your program; what qualifications they must have; child-staff ratio; orientation for teachers
f. what types of equipment and materials are required by your program: self-correcting or encouraging creativeness; stressing one or many concepts; group or individual use; concrete or abstract thinking needed
g. what type of physical arrangement is compatible with the educational philosophy and goals
h. what schedule format is needed to facilitate your program: full or half-day; predetermined or flexible
i. what types of evaluation procedures and instruments are consistent with your program

10. a. to help provide for continuity in learning
b. to aid children in overcoming their learning deficits
c. to assist in meeting special needs of children
d. to help balance the day between skill (preparation for reading, writing, etc.) and content (science, music, math, etc.)
e. to improve coordination of staff tasks
f. to help expedite the use of materials and equipment
g. to aid in preventing emergencies caused by activities which are either too easy or too difficult
h. to determine what you want children to learn in each area of development
i. to determine how you want children to learn skills, information, values, and attitudes, drill or gamelike tasks, prescribed or free-choice, individual or group effort

11. a. a balance between period of active and quiet play
b. a balance between teacher-selected and child-selected activities
c. periods for group interaction
d. flexibility in progression of events

12. An interest or learning center is a portion of the room which has been designated to contain activities and equipment to present certain specific objectives to the children. These interest centers may include an art center, manipulative toy center, block center, math and/or science center, and active (physical) play center.

    Learning episodes take place at these various centers as children generally move about freely from center to center. A learning episode is any form of direct teaching involving one child, a group of children, or the entire class.

13. Head teacher--Under the law, supervision is the main responsibility of teachers. Teachers are also responsible for academic instruction and must meet the teaching requirements for their state. Teacher plans and provides activities for the children, holds parent conferences, and often with the director conducts parent education programs.

    Aide--Under the guidance of the head teacher, the aide fits into carefully planned curriculum. The aide works with one or more children alone or in small groups. Aides often take care of maintaining records, such as health and attendance, and often care for school facilities. Aides help to assess the needs of a group and then assist the teacher in meeting these needs.

14. Physical facilities
    a. a precise statement of the school's goals should be developed; the program should be based on these goals
    b. facility should be child-oriented
    c. safety of the children and staff is of great importance; protect them by making sure that materials used in building are fire-resistant, that several fire exits exist
    d. there should be variance in arrangement of space and materials; placement in space should vary (high, low); large and small areas; variety in color to reflect quiet area or active
    e. site and space must be adaptable to fit varying needs and activities
    f. cost must be considered
    g. check zoning requirements, check potential sites carefully

    Specifics should include:
    a. Entry-exit area - Bright, welcoming area, near parking area.
    b. Indoor space - Children's activity room--should be slightly longer than it is wide, well-organized; philosophy will determine whether area is divided into interest centers or not; noise level should be considered, use of carpet in some areas; some areas should be defined: block center, dramatic play center, art center, music center, sand and water play center, concept and manipulative centers, places for animals and plants.

    Floors, ceilings, and walls must be functional and durable, coordinated to be aesthetically pleasing and comfortable.

There should be storage and display facilities, some low enough for the children to reach by themselves for supplies.

Additional areas: children's cubbies or lockers, restrooms, dining area, napping area (if needed), isolation area (ill or injured child).

Adult areas: Parent receiving room: encourage the exchange of information
Staff-parent loung , for resting and visiting
Office and workroom

Environmental control: Defused lighting: check regulations for amount of light intensity. Windows one-fifth of floor area. Heating, cooling, and ventilation: temperature between 68 and 72 degrees. There should be a circulation of ten through thirty cubic feet of air per child per minute. Acoustics need to be considered to reduce noise.

c. Outdoor space - 1. Should provide for the same types of activities that are carried on in the inside area.
2. Should be aesthetically pleasing.
3. Must be safe.

Specifics: Location--Should not surround the building because of poor supervision. Should be easily accessible from inside area.
Size--75 to 200 square feet per child.
Enclosing--Non-climbable barrier about 4 feet high.
Variety of surfacing--Easily drained.
Sheltering--Protect children from excessive wind, shade, sun, by use of trees, the building, rolling terrain, etc.

Interest Centers: Road for vehicles, sand pit, wading pool and water area, garden, outdoor animal cages.

Storage Area: Can be attached to the main building; if detached, should not detract from aesthetics of the area. Should have a slightly raised flooring.

15. National Organizations	Objectives	Membership Requirements
a. Association for Childhood Education International (ACEI)	to promote desirable living conditions, programs, practices, for children to support raising of standards for professional preparation to inform the public of the needs of children	open to all concerned with well-being of children Publication: Childhood Education

b.	Black Child Development Institute, Inc. (BCDI)	to develop quality child-centered programs in black communities to assist child development programs in black communities by helping with staffing, administration, curriculum development to locate black child-development model programs	open to all who support purposes of the institute Publication: The Black Flash
c.	Day Care and Child Development Council of America, Inc. (DCCDCA)	to promote the development of locally controlled, publicly supported child care programs to formulate public child care policies to improve the life of the child, family, community through a child care system	open to all those interested in all facets of child care Publications: Voice for Children Resources for Day Care and others
d.	National Association for the Education of Young Children (NAEYC)	to work on behalf of the needs and rights of young children to raise the competence of all persons working with young children, to raise the standards for programs to develop position statements of issues concerning children to serve as public information agency	membership is open to persons engaged in work with young Publications: Young Children Special publications

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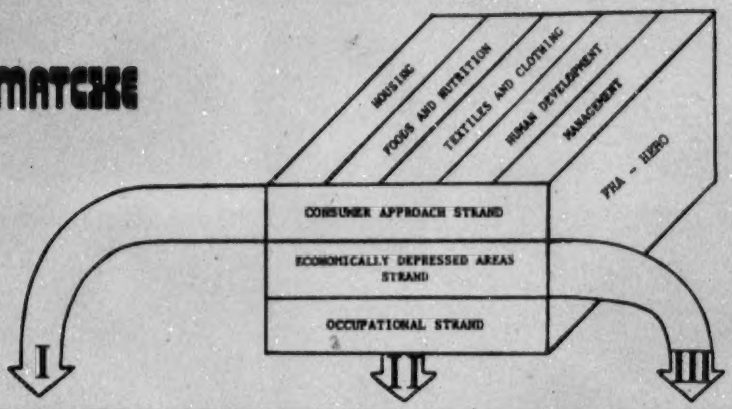

	I	II	III
A.	CORE: CONSUMER APPROACH TO HOMEMAKING EDUCATION 1 Life Styles and the Consumer 2 Community Consumer Resources 3 Consumer Rights and Responsibilities 4 Incorporating the Consumer Approach in Homemaking Classes	CORE: ESTABLISHING OCCUPATIONAL PROGRAMS 1 Analyzing Job Market Opportunities 2 Developing Occupational Programs 3 Implementing Occupational Programs 4 Evaluating Occupational Programs	CORE: TEACHING HOME ECONOMICS IN ECONOMICALLY DEPRESSED AREAS 1 Characteristics of Economically Depressed Areas 2 Life Style Characteristics of Economically Depressed Areas 3 Community Resources for Economically Depressed Areas 4 Developing and Implementing Programs for Economically Depressed Areas
	AREA (Module) PACKAGES	AREA (Module) PACKAGES	AREA (Module) PACKAGES
B.	HOUSING 1 Consumer Use of the Community 2 Procedures for Selecting a Community 3 Procedures for Selecting Housing 4 Shopping for a Home Loan 5 Procedures for Selecting Furnishings 6 Maintenance Procedures for Surfaces, Furniture, and Appliances	HOUSING 1 Occupational Opportunities Related to Housing and Interiors 2 Required Skills for Retail Sales of Furnishings and Related Household Items	HOUSING 1 Low Income Housing 2 Government Housing Programs 3 Low Income Furnishings
C.	FOODS AND NUTRITION 1 Technological, Sociological, Ecological, and Environmental Factors Related to Food 2 Regulatory Agencies Responsible for Wholesomeness and Quality of Foods 3 Consumer Aspects in Planning Meals 4 Cultural Food Patterns 5 Influences on Food Prices	FOODS AND NUTRITION 1 Occupational Opportunities Related Foods and Nutrition 2 Operations and Activities of a Food Service Operation 3 Managing a Food Service Operation	FOODS AND NUTRITION 1 Food Availability in Economically Depressed Areas 2 Low Income Food Patterns 3 Meal Management on a Low Income
D.	TEXTILES AND CLOTHING 1 Consumer Approach to Textiles and Clothing 2 Sociological, Psychological, and Economic Factors Affecting Clothing Selection 3 Clothing Needs of Individuals 4 Applications and Implications of New Technology in Textiles and Clothing	TEXTILES AND CLOTHING 1 Occupational Opportunities Related Textiles and Clothing 2 Assembly Line Garment Construction 3 Merchandising Textiles and Ready-To-Wear	TEXTILES AND CLOTHING 1 Clothing the Individual and Family 2 Utilizing Resources for Clothing and Textiles
E.	HUMAN DEVELOPMENT 1 Societal Changes Affecting the Family 2 The Relationship Between Spending Patterns and Interpersonal Relationships 3 Financial Pressures in Various Life Styles and Cycles 4 Individuals and Families in Crisis 5 Consumper Aspects of Parenthood	HUMAN DEVELOPMENT 1 Occupational Opportunities Related to Human Development 2 Children's Center Aide 3 Developing Programs for Preschool Children 4 Convalescent Home Aide	HUMAN DEVELOPMENT 1 Characteristics of Economically Depressed Area Families 2 The Child and the Economically Depressed Area Family 3 Resources for the Economically Depressed Area Family
F.	MANAGEMENT 1 Relationship Between National and Consumer Economics 2 Consumer Legislative Issues 3 Environmental Issues and the Consumer 4 Financial Management 5 Family and Individual Credit Management 6 Management View of the Multiple Role 7 The Metric System	MANAGEMENT 1 Occupational Opportunities Related to Home Management and Supporting Services 2 Occupational Preparation for Jobs Utilizing Housekeeping Skills	MANAGEMENT 1 Management Skills 2 Money Management 3 Marketing Practices in Relation to Low Income Clientele